

**INSTITUTIONAL CULTURE AND ITS EFFECTS ON PERFORMANCE IN
KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN KABIYET DIVISION, NANDI COUNTY, KENYA**

JEPKOECH PAULINE

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN LEADERSHIP AND MANAGEMENT OF MOUNT KENYA
UNIVERSITY.**

JUNE, 2014

ABSTRACT

The purpose of the study was to examine effects of institutional culture on KCPE performance in Nandi North District. The specific objectives was to find out the cultures that exist in schools in Kabiyeet division Nandi County, to identify the factors that shape school culture among primary schools, to examine the effects of instructional culture on K.C.P.E performance and to find out the challenges of changing school culture and enhancing performance in Kabiyeet Division, Nandi County. The study adopted a conceptual framework developed along Morgans Principles. The study was carried out in Kabiyeet Division in Nandi North District of Kenya. There are around seventy five (75) public primary schools, all of which are mixed and day. The study concentrated on the effects of institutional culture in K.C.P.E performance in Nandi North District. This helped the researcher to carry out the research promptly. The study was based on Schein's (1981, 1958, 1992) theory which defines culture as “a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that have worked well enough to be considered valid and, therefore to be taught to new members as a correct way to perceive, think and feel in relation to those problems”. The study used descriptive survey research design simple random sampling technique was used to select respondents. The study targeted 1487 respondents from 147 primary schools Nandi North District. Purposive sampling was used to select key informants. To analyze the data, the researcher used descriptive and inferential statistics. Findings were presented using frequency distributions tables, percentages, pie charts and histograms. In total there were 212 targeted sample size. The researcher used stratified and simple random sampling technique and took between 10% and 30% of the total population in each sub group stratum. Stratified sampling enabled each sub group to be represented in the sample in the sample proportions as they exist in the population. The simple random sampling was used to select respondents for each group. Simple random sampling allowed each and every member of the population to have an equal and independent chance of being selected as respondents. The researcher used questionnaires and interview schedules as the main tools of data collection. The data was organized, presented, analyzed and interpreted using descriptive statistics and chi square. Study findings showed that toxic culture was negatively correlated to K.C.P.E performance ($r = -0.673$, $p < 0.05$) Fragmented culture was also negatively correlated with K.C.P.E performance ($r = -0.266$, $p < 0.05$). Comfortable/collaborative culture was positively associated with K.C.P.E performance ($r = 0.390$, $p < 0.05$). Comfortable/collaborative culture therefore had 39%% positive relationship with K.C.P.E performance. Finally, collaborative culture was positively correlated with K.C.P.E performance ($r = 0.336$, $p < 0.05$). From the study findings there is also prove that teachers are conservative and less likely to adapt to new changes if they have been in service for a long period of time. Teachers in their own way contribute to the culture of the institution and their attitudes, mentalities; interests affect the performance of public primary schools. The findings suggest that schools should have a positive learning culture through consideration of core purposes, energy and all the elements of culture. Finally, challenges experienced in changing school culture and enhancing school performance should be dealt with accordingly. For instance, there should be educators to enhance comprehensive understanding on what institutional culture is and enhance empowerment in shaping institutional culture.